

SUPERINTENDENT'S EVALUATION INSTRUMENT

BANNER COUNTY SCHOOL DISTRICT # 1

HARRISBURG, NEBRASKA

DATE OF EVALUATION: \_\_\_\_\_

Adopted: June 1, 1997  
Revised: August 9, 2005  
Revised: March 8, 2010  
Revised: August 10, 2015

**Standard 1: LEADERSHIP AND DISTRICT CULTURE**  
 This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, understanding multicultural and ethnic differences, promoting acceptance, understanding and integration of disabilities and special needs.

SCORE EACH PERFORMANCE INDICATOR: 1-4  
 UNACCEPTABLE=1  
 NEEDS IMPROVEMENT=2  
 MEETS EXPECTATIONS=3  
 PERFORMS ABOVE EXPECTATIONS=4

<b>Performance Indicators:</b>	<b>SCORE</b>	<b>COMMENTS:</b>
<b>1.1</b> Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.		
<b>1.2</b> Promotes academic rigor that focuses on learning and excellence for the school.		
<b>1.3</b> Promotes understanding and celebrating school/community cultures and diversities.		
<b>1.4</b> Promotes and expects a school based climate of tolerance, acceptance and civility.		
<b>1.5</b> Develops, implements, promotes and monitors continuous improvement processes.		
<b>1.6</b> Is a model of the vision/mission of the school district and mentor for staff and students.		

<b>TOTAL:</b>		<div style="border: 1px solid black; padding: 5px; display: inline-block;">FINAL EVALUATION FOR THIS STANDARD</div> 
SCORE: 21-24 = 4	PERFORMS ABOVE EXPECTATIONS	
SCORE: 16-20 = 3	MEETS EXPECTATIONS	
SCORE: 11-15 = 2	BELOW EXPECTATIONS, NEEDS IMPROVEMENT	
SCORE: 6-10 = 1	UNACCEPTABLE, DOES NOT MEET STANDARD	

<b><u>Standard 2 : Policy, Governance and Board Relations</u></b>		
Working with the Board to formulate district policy, defining mutual expectations of performance with the Board and demonstrating good school governance to staff, students and the community. Serves as Chief Executive Officer of the School Board.		
<b><i>Performance Indicators:</i></b>	<b>SCORE</b>	<b>COMMENTS:</b>
<b>2.1</b> Establishes procedures for Superintendent/Board interpersonal and working relationships.		
<b>2.2</b> Understands and interprets the roles of federal, state and local governments, policies, and their relationships to the District.		
<b>2.3</b> Keeps the Board informed and up-to-date: trends and issues which might affect the District, progress and significant events.		
<b>2.4</b> Uses legal counsel judiciously in governance and procedures to avoid civil and criminal liabilities.		
<b>2.5</b> Responds in a timely and complete manner to Board requests for information consistent with Board policy and procedures.		
<b>2.6</b> Guides in goal setting, program planning, policy development and develops efficient and effective meetings.		
<b>TOTAL:</b>		
		FINAL EVALUATION FOR THIS STANDARD ↓
<b>SCORE: 21-24 = 4</b>	<b>PERFORMS ABOVE EXPECTATIONS</b>	
<b>SCORE: 16-20 = 3</b>	<b>MEETS EXPECTATIONS</b>	
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<b>Standard 3: Communications and Community Relations</b>		
<p>This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but the community as a whole including beneficial relationship with the media. It also stresses responding to community feedback and building community support for the District.</p>		
<b>Performance Indicators:</b>	<b>SCORE</b>	<b>COMMENTS:</b>
<b>3.1</b> Articulate promoter and spokesperson for the School District's educational programs, goals and needs.		
<b>3.2</b> Perceived as accessible and approachable, relates and interacts well with groups, clubs and patrons. Participates in community events.		
<b>3.3</b> Demonstrates effective communication skills: written, verbal and non-verbal contexts, formal and informal settings, group or one-on-one.		
<b>3.4</b> Establishes effective school / community relations, school / business partnerships and public service.		
<b>3.5</b> Understands the role of media in shaping and forming opinions as well as how to work with the media.		
<b>3.6</b> Develops formal and informal techniques to gain and establish positive external perceptions of the District.		
<b>TOTAL:</b>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">FINAL EVALUATION FOR THIS STANDARD</div> <div style="text-align: center;">↓</div>
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<b><u>Standard 4: Organizational and Operational Management</u></b>		
<p>This standard requires the Superintendent to gather and analyze data for decision making and for making recommendations to the Board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.</p>		
<b><i>Performance Indicators:</i></b>	<b>SCORE</b>	<b>COMMENTS:</b>
4.1 Manages a budget development, implementation and monitoring process that reflects sound business and fiscal practices supporting district goals.		
4.2 Maintains a management system designed to produce ongoing efficiencies in major plant operations; including transportation, food services, and building maintenance and operations.		
4.3 Develops and monitors short and long-range plans for school district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs.		
4.4 Demonstrates clear working knowledge of state and federal guidelines relating to the budget process.		
4.5 Effectively uses untraditional channels to obtain financial funding other than the District tax request or state-aid funding sources.		
4.6 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.		
4.7 Develops contingency plans for addressing any anticipated or un-anticipated changes in District circumstances that could affect District finances in future years.		
<b>TOTAL:</b>		<div style="border: 1px solid black; padding: 5px; display: inline-block;">                     FINAL EVALUATION FOR THIS STANDARD                      ↓                 </div>
<b>SCORE: 24-28 = 4</b>	<b>PERFORMS ABOVE EXPECTATIONS</b>	
<b>SCORE: 18-23 = 3</b>	<b>MEETS EXPECTATIONS</b>	
<b>SCORE: 13-17 = 2</b>	<b>BELOW EXPECTATIONS, NEEDS IMPROVEMENT</b>	
<b>SCORE: 7-12 = 1</b>	<b>UNACCEPTABLE, DOES NOT MEET STANDARD</b>	

**Standard 5: Curriculum Planning and Development**

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to oversee the effective development of procedures for reviewing and updating curricula, texts, and instruction; and to make sound recommendations for learning technologies.

***Performance Indicators:***

- 5.1** Oversees the development of a core curriculum design and delivery system based on assessment standards, best practices and curriculum-based District goals.
- 5.2** Includes the use of computers, the Internet, networking, distance learning and other technologies in educational programming.
- 5.3** Develops an information-based assessment on how the District determines deficiencies or areas for improvement in instruction and curriculum.
- 5.4** Establishes curriculum planning to anticipate occupational trends and school-to-career needs and possible changes in state or federal educational requirements.
- 5.5** Involves faculty in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.
- 5.6** Embraces out-of-the-box thinking and exploration of new and creative curriculums and instructional methods in the developmental process.

<b>SCORE</b>	<b>COMMENTS:</b>

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<b>Standard 6: Instructional Leadership</b>						
This standard emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.						
<b>Performance Indicators:</b>	<b>SCORE</b>	<b>COMMENTS:</b>				
<b>6.1</b> Oversees a program of student services including but not limited to counseling services, health and safety programs, extra-curricular programs and student discipline.						
<b>6.2</b> Analyzes available instructional resources including applications of technology and assigns them in cost effective and equitable manners to enhance student outcomes.						
<b>6.3</b> Implements appropriate safety and security practices in the school.						
<b>6.4</b> Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners.						
<b>6.5</b> Implements and encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes.						
<b>6.6</b> Establishes instructional strategies that include cultural diversity, special needs and differences in learning styles						
<b>TOTAL:</b>		<table border="1" style="width: 100%;"> <tr> <td colspan="2" style="text-align: center;">FINAL EVALUATION FOR THIS STANDARD</td> </tr> <tr> <td style="width: 80%;"></td> <td style="text-align: center;">↓</td> </tr> </table>	FINAL EVALUATION FOR THIS STANDARD			↓
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**Standard 7: Human Resources and Personnel**  
 This performance standard requires skills in developing and implementing a staff performance-evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

***Performance Indicators:***

- 7.1** Oversees the planning and evaluation of a staff development program to address improvement needs of employees in the system.
- 7.2** Communicates effectively with staff regarding current and new trends in education, programs, policies and procedures.
- 7.3** Ensures the proper and appropriate administration of personnel policies and programs.
- 7.4** Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.
- 7.5** Maintains own professional growth through active involvement in area, state and national education organizations and by participating in activities directly related to district and professional goals.
- 7.6** Perceived by staff as competent, fair, caring and enthusiastic.

<b>SCORE</b>	<b>COMMENTS:</b>
<b>TOTAL:</b>	<b>FINAL EVALUATION FOR THIS STANDARD</b>

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<b><u>Standard 9: Values and Ethics of Leadership</u></b>						
This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding.						
<b><i>Performance Indicators:</i></b>	<b>SCORE</b>	<b>COMMENTS:</b>				
<b>9.1</b> Exhibits multicultural and ethnic understanding and sensitivity.						
<b>9.2</b> Manifests a professional code of ethics and demonstrates personal integrity.						
<b>9.3</b> Models accepted moral and ethical standards in all interactions.						
<b>9.4</b> Explores and develops ways to find common ground in dealing with difficult and divisive issues. Deals with conflict in an objective and rational manner.						
<b>9.5</b> Promotes the establishment of moral and ethical practices in every classroom throughout the school.						
<b>TOTAL:</b>						
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<b>SCORE: 8-12 = 2</b>	<b>BELOW EXPECTATIONS, NEEDS IMPROVEMENT</b>					
<b>SCORE: 5-7 = 1</b>	<b>UNACCEPTABLE, DOES NOT MEET STANDARD</b>					

FACILITATOR'S MASTER SHEET

	BOARD MEMBER 1	BOARD MEMBER 2	BOARD MEMBER 3	BOARD MEMBER 4	BOARD MEMBER 5	BOARD MEMBER 6	TOTALS
STANDARD 1 Leadership and District Culture							
STANDARD 2 Policy, Governance and Board Relations							
STANDARD 3 Communications and Community							
STANDARD 4 Organizational and Operational							
STANDARD 5 Curriculum Planning and Development							
STANDARD 6 Instructional Leadership							
STANDARD 7 Human Resources and Personnel							
STANDARD 8 Labor Relations							
STANDARD 9 Values and Ethics of Leadership							

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STANDARD 6 Instructional Leadership	
STANDARD 7 Human Resources and Personnel	
STANDARD 8 Labor Relations	
STANDARD 9 Values and Ethics of Leadership	
<b>FINAL APPRAISAL SCORE</b>	

<b>SCORE STANDARDS</b>	
1=	UNACCEPTABLE: SCORE 6-10
2=	NEEDS IMPROVEMENT: SCORE 11-15
3=	MEETS EXPECTATIONS: SCORE 16-20
4=	ABOVE EXPECTATIONS: SCORE 21-24

<b>FINAL APPRAISAL SCORE</b>	
	UNACCEPTABLE: SCORE 9-15
	NEEDS IMPROVEMENT: SCORE 16-23
	MEETS EXPECTATIONS: SCORE 24-31
	ABOVE EXPECTATIONS: SCORE 32-36

## COMMENT SHEET

STANDARD 1	
STANDARD 2	
STANDARD 3	
STANDARD 4	
STANDARD 5	
STANDARD 6	
STANDARD 7	
STANDARD 8	
STANDARD 9	